

CAROLINA FOREST HIGH

700 Gardner Lacy Rd.
Myrtle Beach, SC 29579

GRADES 9-12 High School

ENROLLMENT 1,356 Students

PRINCIPAL Velna Allen 843-236-7997

SUPERINTENDENT Gerrita Postlewait 843-488-6700

BOARD CHAIR Will Garland 843-358-8002

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
15	16	0	0	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

NO

This school met 17 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Excellent	Excellent	N/A
2003	Excellent	Excellent	No
2004	Good	Good	No

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

	Our School			High Schools with Students Like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed 2 subtests	81.2	N/A	N/A	77.8	N/A	N/A
Passed 1 subtest	9.6	N/A	N/A	11.8	N/A	N/A
Passed no subtests	9.2	N/A	N/A	10.4	N/A	N/A

EXIT EXAM PASSAGE RATE BY SPRING 2004

	Our School	High Schools with Students Like Ours
Percent	91.9%	96.0%

ELIGIBILITY FOR LIFE SCHOLARSHIP

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	16.4	16.2
Seniors who met the SAT/ACT requirement	17.2	16.6
Seniors who met the grade point average	49.2	53.4

*Using only the SAT/ACT and grade point average requirements

GRADUATION RATE

	Our School	High Schools with Students Like Ours
Number of Students	303	246
Number of Diplomas	224	193
Rate	73.9%	78.9%

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	297	91.9	262	16.4	303	73.9	YES
Gender							
Male	124	91.1	104	15.4	135	65.2	N/A
Female	171	92.4	158	17.1	168	81.0	N/A
Racial/Ethnic Group							
White	243	94.2	206	18.9	232	74.1	N/A
African-American	44	79.5	48	8.3	60	73.3	
Asian/Pacific Islander	5	80.0	3	I/S	5	60.0	N/A
Hispanic	2	I/S	4	I/S	5	80.0	N/A
American Indian/Alaskan	0	N/A	0	N/A	0	N/A	N/A
Racial/Ethnic Group							
Non disabled	222	95.9	240	17.9	260	81.2	N/A
Disabilities other than speech	75	80.0	22	0.0	43	30.2	N/A
Migrant Status							
Migrant	0	N/A	0	N/A	0	N/A	N/A
Non-migrant	284	92.6	262	16.4	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	0	N/A	0	N/A	1	I/S	N/A
Non-Limited English Proficient	287	92.0	262	16.4	302	74.2	N/A
Socio-Economic Status							
Subsidized meals	78	83.3	64	7.8	88	65.9	N/A
Full-pay meals	215	94.9	198	19.2	215	77.2	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 33.3%									
All Students	319	95.9	11.0	20.9	31.5	36.6	73.6	YES	YES
Gender									
Male	155	97.4	15.9	18.6	27.6	37.9	71.0	N/A	N/A
Female	164	94.5	6.1	23.1	35.4	35.4	76.2	N/A	N/A
Racial/Ethnic Group									
White	232	95.7	6.5	17.1	34.7	41.7	81.9	YES	YES
African-American	67	98.5	26.7	33.3	21.7	18.3	43.3	YES	YES
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	273	96.7	4.4	19.0	35.3	41.3	82.5	N/A	N/A
Disabled	46	91.3	52.5	32.5	7.5	7.5	17.5	I/S	NO
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	319	95.9	11.0	20.9	31.5	36.6	73.6	N/A	N/A
English Proficiency									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	313	96.2	10.8	20.8	31.3	37.2	74.0	N/A	N/A
Socio-Economic Status									
Subsidized meals	134	95.5	19.2	30.8	28.3	21.7	56.7	YES	YES
Full-pay meals	185	96.2	5.2	14.0	33.7	47.1	85.5	N/A	N/A
Mathematics - State Performance Objective = 30.0%									
All Students	319	95.6	13.4	20.6	30.6	35.4	74.2	YES	YES
Gender									
Male	155	96.8	12.5	20.1	32.6	34.7	75.7	N/A	N/A
Female	164	94.5	14.3	21.1	28.6	36.1	72.8	N/A	N/A
Racial/Ethnic Group									
White	232	95.3	7.9	18.1	32.1	41.9	82.8	YES	YES
African-American	67	98.5	36.7	30.0	21.7	11.7	40.0	YES	YES
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	273	96.7	7.1	19.8	32.9	40.1	82.1	N/A	N/A
Disabled	46	89.1	53.8	25.6	15.4	5.1	23.1	I/S	NO
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	319	95.6	13.4	20.6	30.6	35.4	74.2	N/A	N/A
English Proficiency									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	313	95.8	13.6	20.9	29.6	35.9	73.9	N/A	N/A
Socio-Economic Status									
Subsidized meals	134	94.8	21.0	27.7	30.3	21.0	59.7	YES	YES
Full-pay meals	185	96.2	8.1	15.7	30.8	45.3	84.3	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
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Students (n= 1,356)

Retention rate	6.8%	Down from 7.6%	7.6%	9.1%
Attendance rate	99.9%	Up from 95.0%	96.1%	96.0%
Eligible for gifted and talented	9.7%	Down from 14.3%	10.1%	5.8%
With disabilities other than speech	14.3%	Down from 14.4%	13.1%	12.7%
Older than usual for grade	8.3%	Down from 10.8%	7.6%	9.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.7%	Down from 3.3%	2.1%	1.6%
Enrolled in AP/IB programs	8.9%	Up from 8.7%	14.5%	10.2%
Successful on AP/IB exams	67.5%		51.6%	53.8%
Annual dropout rate	2.4%	Up from 1.6%	2.6%	2.7%
Career/technology students in co-curricular organizations	6.1%	Down from 6.5%	1.0%	3.6%
Enrollment in career/technology center courses	810	Up from 662	545	466
Students participating in worked-based experiences	26.2%	Up from 7.8%	28.6%	25.7%
Career/technology students mastering core competencies	73.5%	Up from 68.7%	77.6%	77.7%
Career/technology completers placed	100.0%	No change	100.0%	99.3%

Teachers (n= 80)

Teachers with advanced degrees	52.5%	Up from 48.7%	57.5%	52.0%
Continuing contract teachers	83.8%	Down from 88.2%	83.6%	82.1%
Highly qualified teachers**	80.7%	N/A	91.4%	89.5%
Teachers with emergency or provisional certificates	9.7%		6.8%	8.6%
Teachers returning from previous year	85.6%	Up from 84.3%	88.5%	86.2%
Teacher attendance rate	94.9%	Down from 96.5%	95.8%	95.3%
Average teacher salary	\$41,333	Up 3.7%	\$41,530	\$41,060
Prof. development days/teacher	15.4 days	Up from 14.8 days	10.2 days	10.6 days

School

Principal's years at school	4.0	Up from 3.0	2.5	3.0
Student-teacher ratio in core subjects	27.6 to 1	Down from 28.9 to 1	29.0 to 1	26.4 to 1
Prime instructional time	93.7%	Up from 90.7%	90.8%	90.0%
Dollars spent per pupil*	\$5,779	Up 2.4%	\$6,131	\$6,310
Percent of expenditures for teacher salaries*	55.6%	Down from 57.9%	58.3%	57.9%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	89.4%	Up from 68.5%	90.9%	89.3%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	87.9%	92.0%
Highly qualified teachers in high poverty schools**	92.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

For the third consecutive year, Carolina Forest High School has received an overall rating of EXCELLENT on the South Carolina Report Card. Our students, with the support of their parents and dedicated teachers, have continued to thrive and enjoy this path of excellence.

Opportunities abound for students at CFHS to develop a skill or enhance a talent. The creative influence and atmosphere within the school holds no limits. This can be observed by looking at the many honors, awards, and impressive programs displayed with pride in both the academic and extra-curricular arenas. In addition to our many successes academically, within the sports program, and within the arts, CFHS strives to embrace diversity and sincerely appreciate the progress, contribution and effort made by each individual student.

Performance goals met this school year include: review sessions for the Exit Exam, provision of HSAP resources, participation in local, state and national competitions, improvement of the surveillance system to enhance safety, utilization of an attendance calling system, provision of an additional reading program, and workshops for student improvement on the ACT/SAT. The inclusion of these goals, as well as many others not listed, make CFHS one of the most successful schools in our state.

Velna Allen, Principal

Doug Williams, School Improvement Council Chairperson 2003-04

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	61	251	82
Percent satisfied with learning environment	96.7%	80.7%	84.8%
Percent satisfied with social and physical environment	98.4%	82.9%	80.0%
Percent satisfied with home-school relations	80.3%	85.4%	66.7%

*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.